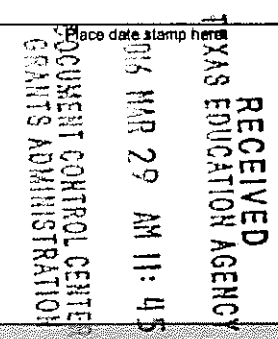


016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: 
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

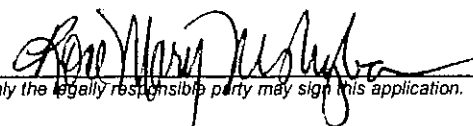
Schedule #1—General Information

Part 1: Applicant Information					
Organization name	County-District #			Amendment #	
New Boston ISD	019-905				
Vendor ID #	ESC Region #			DUNS #	
17560021341	8			013943303	
Mailing address	City	State	ZIP Code		
201 Rice Street	New Boston	TX	75570		
Primary Contact					
First name	M.I.	Last name	Title		
Welda		Cox	State/Federal Programs Direct.		
Telephone #	Email address		FAX #		
903-628-8997	wcox@nbschools.net		903-628-8990		
Secondary Contact					
First name	M.I.	Last name	Title		
Dr. Rose Mary		Neshyba	Superintendent		
Telephone #	Email address		FAX #		
903-628-8988	Rneshyba@nbschools.net		903-628-8990		
Part 2: Certification and Incorporation					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Rose Mary		Neshyba	Superintendent
Telephone #	Email address		FAX #
903-628-8988	rneshyba@nbschools.net		903-628-8990
Signature (blue ink preferred)		Date signed	


 Only the legally responsible party may sign this application.

March 28, 2016

701-16-102-106

Schedule #1—General Information (cont.)

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview of the Community and Need for the Program: New Boston Texas is 25 miles from Texarkana Texas and is the county seat of Bowie County. The Lone Star Army Ammunition Plant and the Red River Army Depot are adjacent Army installations located in Bowie County. Due to two rounds of base realignment and closure, many of the residents of New Boston has lost jobs, relocated, and are struggling to make ends meet. The three largest age groups of New Boston residents below the poverty line and below half the poverty line are between 11 and 17 years old. (City-Data.com) The percent of economically disadvantaged (ECD) students have increased 4% in the last two years, and 72% of PK-5 students are ECD students. TexAmericas Center is a commercial industrial complex created as part of the "Reuse Master Plan" from the base closures. Texarkana College TexAmericas Center, Texas A & M at Texarkana, New Boston Education Foundation, Farmers Bank and Trust, and New Boston ISD are applying for the Texas Afterschool Centers on Education (TACE) grant. The collaborative will create community learning centers on each campus that will provide academic enrichment opportunities for students who are below grade level and in danger of not meeting state academic standards and/or college/CTE/workforce readiness standards to be successful in post-secondary career pathways. The majority of our ECD students start slowly in literacy, do not catch up before they are tested on STAAR, and settle for just getting by and being promoted. Although 100% of all 2-8th grade students were promoted in 2014-15, only 20% of ECD students at the middle school met Postsecondary Readiness Standards. In grades 3-5, 18% of ECD students met Postsecondary Readiness Standard, which will be their high school graduation standards. In 2015, 90% of rising 3rd grade students were below grade in math. (Front Row Math) Fifty six % were below grade level in reading. (STAR and TPRI). At the high school, access to Institution of Higher Education (IHE) is a need. Forty eight % of New Boston graduates enrolled in Texas IHE. While 50.8% of all students took at least one coherent sequence of CTE courses, only 17.6% of ECD students took a coherent sequence of CTE courses. (2015 TAPR) With a rising tide of higher state standards, more below level students, increasing cost of higher education, and the increase in the number of ECD families, our community has to increase educational opportunities for the neediest students first and for the growing population of below grade level and economically disadvantaged students. (The Harvard Project: By All Means)

Description of TACE Centers-All local TACE Centers are designed to do two basic things: engage students in fun activities that create a desire to learn, and build on what students are learning during the school day to extend the knowledge they already have. Elementary and secondary centers are described below.

On-Time-On Grade Level Promotion in Grades K-5.- In the K-2 primary and the 3-5 elementary centers, all four types of required activities will be aligned to accelerate early literacy skills and the desire to read, write, and solve problems. The goal will be to ensure that all participates learn to read, write, and solve math problems on grade level before they have to read to learn core content in academic courses and pass difficult on-grade level STAAR exams. (Campaign for On-Grade Level Reading) **Academic assistance** activities will provide additional time on a regular basis for strategic tutoring, modeling, conferencing in writing, reading, math problem solving, and homework help in all subjects. The TACE staff will be trained to bridge strategy instruction with the power of story in independent and collaborative reading, academic conversations, writing, and finding and solving real world problems indoors and out of doors. (Story: Still the Heart of Literacy, K Cunningham) **Enrichment activities** will also utilize the power of stories found in literature, poetry, music, art and illustration, drama, dance, fitness and multimedia. These fun and engaging activities will be different than the regular school day. TACE staff, college tutors and parents will be trained to design and implement enrichment activities that encourage students to find their own voice and express and tell their own story in a variety of ways and modes of expression. **College/Workforce Readiness** activities will provide students with repetitive practice in areas of strength and interest to develop talent and appreciation of doing a job well done. Examples of planned activities are but not limited to: collaborative writing projects, music and drama performances, using multimedia devices to photograph, video, and record the voices and thoughts of family members and community members as community history and publish the results. Students will be encouraged to work in groups, learn to self-assess their work, use specific tool sets, and direct their own learning to get better and better in similar but increasingly complex task.

Family engagement activities will invite parents to visit the TACE Center one day a month with their child and learn

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

how they can help students select books, how to read to and with young children and talk about the book. Parents can attend in the morning, afternoon or one Saturday per month to accommodate working parents. All activities and more will continue during six weeks of summer in order to prevent failure and the traditional loss of both skill and will to learn.

On-Time-On-Grade Level Promotion to 10th grade. Algebra I, Biology, and English Language Arts I and II, and World History are the 9th and 10th grade STARR tested courses and the gateway courses needed to pass upper level advanced and regular high school courses that are needed to prepare for college, CTE, and the modern workforce. (THECB) Keeping up at each grade level and mastering the content of each gateway course in 9th grade, instead of just barely passing, is the secondary equivalent to on-grade level literacy by third grade. At the middle school and at the high school centers, **Academic Assistance** activities will provide strategic tutoring in identified TEKS in all 6-12 courses; immediate homework help to assist 6-12 students in keeping up in difficult dependently sequenced courses; and study skills, organization techniques, and time management for secondary students. **Enrichment** Activities will be provided in areas of individual and group interests such as academic clubs, art, music, drama, and fitness and sports clubs not offered in athletics or extracurricular activities. Areas of interest requested were soccer, driver's education, intramurals, music, arts, and opportunities to create, collaborate, and communicate content using technology in local and world-wide learning networks. The staff has indicated a need for drug education and other social and mental health issues needed by participants. **College/Workforce Readiness-** activities will include: test prep for college/CTE/workforce admission test, STARR, final exams, and certification exams; assistance in all steps in selecting, applying and admission to IHE; and 9th grade summer bridging services. **Family Engagement** activities will include any needs requested by parents, including courses in a second language, referrals to health and social services, training for financial planning and assistance with all postsecondary application processes, especially for first generation college going students.

New expanded services- TACE funds will be used to expand the variety and quality of books, art and drama supplies, other enrichment materials, multimedia, and internet software and resources. Additional professional development will focus on activities designed specifically for the growing number of below level students and economically disadvantaged families. Access to technology to collaborate, create, and communicate to learn will be expanded. Healthy snacks will be provided and students will have access to federal breakfast program and opportunities for a variety of healthy movement activities in the afternoon. The regularity of high quality strategic tutoring, homework help, reading and responding to interesting and relevant stories, and the increase of all opportunities to access and be successful in post-secondary education will be provided by the coordination of TACE funds and community resources.

Management, Budget, and Monitoring to improve -The project director will use the tools in the PRIME Blueprint to plan, allocate resources, determine budgets, collect data, and evaluate and make improvement in the program. The Center Implementation Team will develop action plans to implement activities/services, schedule time to plan, monitor, and adjust implementation at each center. The project director and the Community Advisory Council (CAC) will conduct cost to impact analysis, and make budget recommendations to the superintendent to continue what works and eliminate what is not working. The project director and site coordinators will determine current cost at each center each reporting period and adjust services as needed to live within the budget. All plans, data, and results will be communicated to the state-wide TACE network and locally to all stakeholders.

Statutory and TEA Requirements- Each Center will offer TACE activities 12 hours a week, Monday through Thursday 35 weeks a year, including summer school. Summer school activities will be offered for four hours a day, 4 days a week for 6 consecutive weeks. The district will: publish a description of activities to all stakeholders and recruit the most needy students; coordinate federal, local, and state funds to provide services; design activities to meet school and community needs, measure effects on student achievement and on the goals of the community; and manage, evaluate, and improve the program according to principles of effectiveness and the PRIME Blueprint. The New Boston TACE grant meets all of the Statutory and TEA requirements.

Enduring Practices- The district and its community partners are committed to developing the activities, services and resources at each center to ensure that all TACE participates are adequately progressing toward the goal of on-time and on-grade level promotion to meet the college/workforce readiness skills and gain access and be successful in postsecondary education and the world of work. The district and our Community Partners will coordinate funds, use existing technology, space, transportation, and our collective human resources to make the TACE centers an enduring practice that all members of the community will embrace after grant funds terminate.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 019-905			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$700,030	\$40,000	\$740,030
Schedule #8	Professional and Contracted Services (6200)	6200	\$42,654	\$0	\$42,654
Schedule #9	Supplies and Materials (6300)	6300	\$74,864	\$1000	\$75,864
Schedule #10	Other Operating Costs (6400)	6400	\$99,320	\$0	\$99,320
10Schedule #11	Capital Outlay (6600)	6600	\$72,307	\$1790	\$74,097
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$989,175	\$42,790	\$1,031,965
Percentage% indirect costs (see note):			N/A	\$0	0
Grand total of budgeted costs (add all entries in each column):			\$989,175	\$42,790	\$1,031,965
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,031,965
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$51,598

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 019-905			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor –			
Program Management and Administration				
4	Project director (required)	1		\$55,000
5	Site coordinator (required)	4		\$160,000
6	Family engagement specialist (required)	1		\$40,000
7	Secretary/administrative assistant			
8	Data entry clerk	1		\$30,000
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist-	1		\$10,000
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Bus Drivers- one per center @ \$15/hr. for 420hrs each	4		\$25,200
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$320,200
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay- out-of school day teaching/facilitating; leading/attending PD; Developing Activities; conducting parent engagement sessions		\$301,357
25	6121	Support staff extra-duty pay –same as above.		\$29,473
26	6140	Employee benefits @ 15%		\$89,000
27	61XX	Tuition remission (IHEs only)		
28	Subtotal substitute, extra-duty, benefits costs			\$419,830
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$740,030

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 019-905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional Development (PD) and follow-up support by outside consultant on Strategic Tutoring in read, writing, math, core subjects (Strategy Instructional Model (SIM) Training by Region 13) or equivalent subject matter specialist all Centers and grade levels)	\$5,000
2	PD and follow-up support by outside consultant on best practices of Homework Help for staff and a session for parents	\$4,000
3	PD and follow-up support by outside consultant on integrating technology in TACE and a session for helping parents with home network	\$6,000
4	PD and follow-up support for Parents, TACE staff, and Community partners to kick off Campaign for On-Grade-Level Reading.	\$5,000
5	Pay for college students to provide strategic tutor and/or facilitate projects, conduct action research with TACE students and campus/TACE leaders.	\$14,000
6	Pay for instructors from TexAmericas Center for CTE TACE classes	\$8,654
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$42,654
c. Remaining 6200—Professional and contracted services that do not require specific approval:		0
(Sum of lines a, b, and c) Grand total		\$42,654

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 019-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: Academic, Enrichment, College Readiness, and Family engagement supplies and materials: Oakview Elementary, \$20,945 Crestview elementary \$17,981, Middle School- \$14,951; and High School and \$11,987... \$6000 for office of Project director, FES, and data clerk and \$4000 for office of site coordinators.	\$75,864
Grand total:		\$75,864

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 019-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines. (For college/CTE tours to partner IHE and to area IHE for field trips in summer school	\$10,320
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$10,320
	Remaining 6400—Other operating costs that do not require specific approval: Transportation not including salaries for bus drivers \$16,000; Snacks \$60,000; Travel to required Kick-off training , state wide TACE conference, Texas Computer Education conference \$13000	\$89,000
Grand total:		\$99,320

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 019-905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	Apple iPad Learning Lab (10 Pads/charging/mobile cart) primary center	2	\$6299	\$12,598
3				
4	Laptop's (Middle School Mac/s -10; site coordinators 4; project director 1; FES-1 data clerk-1, evaluator-1 Crestview-5	23	\$895	\$20,585
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	Fast4Ward reading software (Elementary 60; High School 24 and Middle School 20	104	\$291	\$30,264
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19	Projector, protection cage, wiring, automatic screen Primary center	1	\$5000	\$5000
20	WII/XBOX Deluxe Entertainment systems	2	\$2825	\$5650
21				
22				
23				
24				
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
Grand total:				\$74,097

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 1,370

Category	Number	Percentage	Category	Percentage
African American	293	21.4%	Attendance rate	95.8%
Hispanic	89	6.5%	Annual dropout rate (Gr 9-12)	1.8%
White	855	62.4%	Students taking the ACT and/or SAT	80.0%
Asian	8	0.6%	Average SAT score (number value, not a percentage)	N/A
Economically disadvantaged	830	60.6%	Average ACT score (number value, not a percentage)	19.8
Limited English proficient (LEP)	16	1.2%	Students classified as "at risk" per Texas Education Code §29.081(d)	42.4%
Disciplinary placements	30	1.9%		

Comment

116 students are of two or more races, the third largest and fastest growing ethnic group in the district. The district's economically disadvantaged (ECD) population has grown from 56.2% in 2013 to 60.6% in 2015. The Hispanic 4 year graduation rate was 83.3% compared to 95.8% for the district. 0% of AF. AM., 0% of Hispanics, and 12% of ECD students, were at or above the ACT or SAT readiness criterion for college. There were less than 5 students of two or more races who took the ACT or SAT. 72% of all PK-5 students are ECD, and only 18% of those ECD students met final recommend college readiness standards, which are the standards they will be required to meet in order to graduate. (2015 TARP) According to the most recent data available, 45.8% of graduates were enrolled in an institution of higher education (IHE) in Texas. Of those students, 31.2% did not complete one year without remediation. 50.6% of all NBHS graduates took at least one coherent sequence of CTE courses compared to 17.6% of ECD students. (2015 TARP) Too few of our ECD students are not accessing and being successful in IHE, and too few are accessing the opportunities to earn CTE certifications and find a good paying job. The three largest age groups of New Boston residents below the poverty line and especially below half the poverty line are between 11 and 17 years old. (City-Data.com)

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	10.5	8.3%	No degree	0.0	0.0%
Hispanic	1.0	0.8%	Bachelor's degree	106.7	84.3%
White	114.0	90.1%	Master's degree	19.8	15.7%
Asian	0	0%	Doctorate	0.0	0.0%
1-5 years exp.	9.0	7.1%%	Avg. salary, 1-5 years exp.	\$37,167	N/A
6-10 years exp.	26.0	20.6%	Avg. salary, 6-10 years exp.	\$42,555	N/A
11-20 years exp.	31.6	25.0%	Avg. salary, 11-20 years exp.	\$48,025	N/A
Over 20 years exp.	39.3	31.0%	Avg. salary, over 20 years exp.	53,658	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 019-905										Amendment # (for amendments only):					
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	124	90	84	104	101	78	92	101	118	97	96	108	77	100	1370
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	124	90	84	104	101	78	92	101	118	97	96	108	77	100	1370

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Schedule #13—Needs Assessment

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process for Identifying and Prioritizing Needs and Resources- Steps used to identify and prioritize needs were:

- (1) **Organize Leaders to Conduct a Systemic Community Needs Assessment-** The superintendent convened a Grant Planning Team and reviewed the requirements of the grant and assigned team members, including herself, and campus principals to collect data and identify resources for community centers at each campus. The State Federal Director was designated as the contact person for collecting, organizing, and distributing the data. Needs were defined as gaps in performance between current performance and desired results. Trend performances at STAAR phase-in-standards, final recommended standards, and exit level college/career readiness data were used to identify and prioritize gaps in performance expected in the next five years. (2013, 2014, -2015 TAPR) A systemic approach to conducting a needs assessment was explained, and the Grant Planning Team was charged with determining the most pressing gaps or highest priorities in academic performance, materials, available talent, transportation, and needs of parents and working families. The team was also charged with identifying individuals, businesses, and Institutions of Higher Educations (IHE) that would be an asset and potential partner.
- (2) **Campus/Center Assessments-** Principals met with their staff and conducted surveys and interviewed staff, parents, and students to determine the most pressing needs and to identify school, family and community resources including the availability of instructors; types of activities needed; recruitment of students; barriers to attendance; attendance of working families; engagement and services for parents; and resources needed in all centers.
- (3) **Community Assessments-** The team conducted research on the city and met with members of the school board, municipal agencies, business, industry, individuals and regional IHE to collect data and seek agreement on collaborating to apply for the grant. The superintendent met with the school board and discussed the challenges and the plans to sustain the grant. All interviews, surveys and input from all stakeholders were collected and analyzed.
- (4) **Methods of Prioritizing Needs-** The Planning Team prioritized needs that aligned with the goals of the campus, district, and community plans. Trend data from existing campus/district plans were used to align academic needs of the neediest students/families with the purpose/s of the grant. Next, comments, suggestions, and perceptual data from surveys and interviews with leaders, teachers, students and parents, and community partners were analyzed and grouped according to the four required activity types. The survey and interview data often highlighted the social, emotional, and behavior needs of students and families and the needs of working families. Attendance by parents of working families resulted in providing both morning and afternoon activities to be offered. Priorities were set when multiple sources of data showed gaps in performances, resources, or services in a key area. By this method, principals were asked to determine the main focus of their TACE center. Three main areas of focus emerged: On Time-On grade Level Promotion in reading, writing, and math in grades PK-5; On Time-On Grade Level Promotion to 10th grade in the gateway courses; and Access and Success in Institutions of Higher Education.

Aligning proposed activities to meet the needs of students and families. Proposed activities and the needed resources were aligned to prioritize needs as identified in the process describe above. At Oakview primary and Crestview elementary 58% of rising 3rd students where reading below grade level and 82% were below grade in math. Only 18% of ECD 3-5 students met postsecondary readiness standards, a decrease of 4% points from last year. (TAPR) Related teacher comments from needs assessment surveys were, "We need to push reading, both at home and school, and build a true love of reading. I think that is one thing we have lost in our daily walk with these kids." Other comments were "I like the idea of book clubs and having more parent involvement in the area of reading" and "Our kids need to be emotionally OK and many are not." I think we need teams, groups or some way for kids to work together. Robotics, book clubs, drama, or any club that promotes socialization and educational values. I can make any club connect to reading or math!" In like manner, New Boston Middle School and New Boston High School identified academic, enrichment, and college/workforce activities and a wish list of resources needed to help needy students keep up in the core gateway courses. Working together, using technology to learn, providing a wealth of online and onsite resources, immediate and appropriate homework help, choice and voice in choosing engaging enrichment activities in the arts, sports, music, and developing talent for college and the workforce were identified and aligned to needs.

Schedule #13—Needs Assessment (cont.)**For TEA Use Only**

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County-district number or vendor ID: 019-905		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Academic Performance of Students- The top need is to improve academic performance of all participating students, especially the Index 3, Closing the Gap groups as measured by STAAR. Providing the time and resources of the whole community to provide an opportunity for the largest group of poor residents in the city, ECD students, to work their way out of poverty is the greatest need of all schools and community. (City-Data.com)	Increase the will and skill to Learn- 1. Provide direct instruction in vocabulary and fluency strategies and a variety of interesting and motivational opportunities to respond to authentic reading, writing, and problem solving in all subjects 2. Select engaging and proven strategies as enrichment activities. 3. Develop fluency in areas of student's talent or choice that prepare them for college and/or workforce. (Robotics, counseling, field trips, outdoor education, collaborative publishing and global networking.)
2.	Attendance in Community Centers Enrolling eligible students and maintaining attendance over the duration of the grant is a need, especially at the secondary level where students are already involved in extracurricular activities. Recruiting talent to teach, facilitate learning, design activities, produce/acquire resources that will attract and successfully engage students in out-of-school and summer school activities is part of this need.	Provide center-wide strategies for enlisting all participants: 1. Family Advisory Initiative- early engagement of family, student/parent/teacher choice of activities, subject family events with students. 2. Provide courses for students who cannot fit them in their schedule. Driver' Education, CTE courses, financial education course for families who can't afford college, intramural sports for soccer, not offered by school. 3. Recruit teachers from schools, college tutors and community.
3.	Student Engagement and Self-Responsibility Some students are not engaged as learners in the standards based curriculum and many are just getting by with minimum effort. TACE teachers need to teach strategies for understanding TEKS and not just give them answers. There is a need to provide emotional and social support to students and families lacking basic needs. Students need to self-regulate.	Increase self-regulation and self-responsibility to complete work of K-12 students. 1 Provide needed social services for students/parent. 2. Teach students to use strategies to learn to help themselves. Strategy Instructional Model (SIM) 3. Increase contact with adult advocates based on student need and best practices. 4. Provide culturally friendly curriculum materials K-12, and access to adult role models within students' own culture.
4.	On Time, On Grade Level Promotion in all grades 100% of 2 nd -8 th grade students were promoted in 2014, However, all grade levels including college are struggling with students who are below grade level. On a campus assessment, 90% of incoming 3 rd grade students were below level in math and 56% were below level in reading. Skills are lost in summer.	Increase the number of participates reading on or above grade level K-12. 1. TACE centers will increase time and resources for reading and enlist parents to help. 2. Decrease loss of knowledge and skills over the summer. Offer 6 wks. Summer programs at each campus. 3. Provide immediate homework help in dependently sequenced courses such as math and communicate and coordinate with regular math teacher.
e5.	Access and Success in Institutions of Higher ED (IHE) Although 69% of ECD students were designated as college and career ready, only 17.6% were designated CTE Coherent Sequence Graduates. 12.0% of ECD students met the SAT/ACT criterion to be ready for a four year college. 45.8% of all graduates attended an IHE in 2012-13 and 53.3 % in 2011-12 (2015 TAPR)	Increase family engagement in developing graduation plans 1. Provide Career and College counseling- virtual field trips/college visits, online search engines, and recent alumni, current student, and business guest speakers 2. Focus on math and science in secondary centers. Ensure on time/on grade level promotion to 3 rd & 10 th grade. 3. Track and report participants access and success in IHE.

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Schedule #14—Management Plan

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree or higher in education or related field; Strong communication, interpersonal and organizational skills; budget and information management systems. Preferred three years in education.
2.	Site Coordinator(s)	Bachelor's Degree in education/related field. Builds positive relationships; is organized; computer proficient; experience in staff supervision, knowledge of community; Preferred- Ability to communicate in Spanish.
3.	Family Engagement Specialist	Bachelor's degree preferred and knowledge of community; Strong interpersonal skills; Able to work flexible hours; Experience in educational or family support services.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Academic- 80% pass course/s; make progress standard; pass STAAR;	1. Recruit talent and provide training for all TACE staff	08/01/2016	01/05/2017
		2. Select innovative TACE academic activities	08/21/2016	09/21/2016
		3. Coordinate curriculum with school-day teachers	08/21/2016	01/05/2017
		4. Track participates progress and make adjustments	09/06/2016	07/31/2017
		5. Provide adult advocates based on best practices	09/20/2017	07/31/2017
2.	Attendance – Meet student and parent attendance goals at each center	1. Create student recruitment plans for each center	08/14/2016	09/06/2016
		2. Coordinate schedule with extracurricular activities	08/21/2016	09/06/2016
		3. Enlist most needy students and families first.	08/28/2016	01/05/2017
		4. Solicit family input to determine parent activities	08/28/2016	09/12/2016
		5. Continuously identify needy students for TACE	09/06/2016	07/01/2017
3.	Engagement & Responsibility- 100%Self-directed learners-no intentional zeros	1. Create master schedules using engaging activities	08/21/2016	09/21/2016
		2. Establish protocols for self-directed learning	09/06/2016	09/20/2016
		3. Manage and organize the homework environment	09/06/2016	05/27/2017
		4. Involve day care, family, and community in homework	09/06/2016	05/27/2017
		5. Evaluate tutor/mentoring, and building study skills	09/26/2016	01/05/2017
4.	On Grade Level promotion- 80% on grade level	1. Plan for love of reading, including in summer school	08/21/2016	06/15/2017
		2. Implement engaging vocabulary strategies	09/06/2016	06/15/2017
		3. Build reading by listening, speaking and writing	09/13/2016	07/31/2017
		4. Encourage problem solving and develop math talk	09/13/2016	07/31/2017
		5. Offer creative technology activities for all grades	09/20/2016	07/31/2017
5.	Access & Success in (IHE) 80% enrolled and Successful in IHE.	1. Expand college/career counseling to students/adults	08/21/2016	07/31/2017
		2. Take needed courses in out-of- school settings	08/21/2016	07/31/2017
		3. Plan, prepare, and pay for college/CTE admission	10/03/2016	07/31/2017
		4. Provide learning and access to IHE in virtual spaces	10/10/2016	07/31/2017
		5. Make technology safe, operational, accessible to all	10/10/2016	07/31/2017

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring Attainment of Goals and Objectives – New Boston ISD uses PEIMS to monitor attendance, promotion, discipline, and graduation rates. DMAC is used to collect and evaluate student academic data. The district uses the TEKS Resource System and curriculum based assessments (CBAs), and STAAR/EOC assessments to measure progress in mastery of the TEKS in grades 3-12. The Texas Primary Reading Inventory (TPRI)/ Tejas LEE (K-2) are used to measure progress of students in K-2 at the beginning, middle, and end of the year in reading. The elementary campus uses a Front Row Math and STAR reading at the beginning of 3rd grade. Each campus is organized into professional learning communities by grade and/or departments and meets regularly to monitor progress as measured by grades, unit assessments, STAAR benchmarks, weekly test and formative assessments observed during instruction. The staff will be trained and use Logic Models to track all inputs, processes and outputs to continuously improve the delivery of services and performances. In addition to using the data above, the Texas Afterschool Centers on Education (TACE) objectives will be monitored according to TACE state-wide guidelines and by an outside evaluator. We will also utilize the tools in the TACE Blueprint to measure the effects of TACE activities on student's performance that are regular attenders (30+ days) non-regular attenders (1-29 days) and non-attenders (0 days).

Adjusting and communicating Program Changes-Program activities that are having no or little effect on students overall performances and attachment to school will be eliminated and funds will be used to expand successful activities and resources or to create new opportunities for students. All changes will be reported to the state, outside evaluator, principal, and district leaders. Effective activities and results will be showcased to the community at least once a year. Results in chart form, narratives, videos, links on web sites, and examples of student work will be shared with all.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing or Planned Programs That Are Similar to TACE- The district and campuses provide: *Family Access*, a website that allows parents to view their student's attendance, grades, and schedules; campus newsletter of events and procedure for scheduling parent conferences; online resources for parents via the campus web site; summer school for all grades; and tutorials needed to pass courses or state exams.

Coordinating Activities to Maximize Grant Funds-The district will use federal, state, and local funds and TACE funds to expand effective student and family support programs and focus community and grant resources on creating new intentional activities that will help the neediest students and families. The number of needy students and families are increasing at the same time that academic standards are increasing. Teachers are keenly aware of the difficulty of meeting the challenge without the help of the family and engaged students. As one teacher said, "Parents need to feel welcome at our campus. Obviously, we don't live in a perfect world, there will be those who we can't reach, but I would rather say I tried." With a new Family Engagement Specialist funded by TACE, the commitment expressed by the teachers and community, we will maximize the effectiveness of engaging families and all other components of the grant.

Commitment from Present and Future Partners and Building Sustainability over Time- The TACE Director will track all progress and report results regularly to all community partners and supporters and provide news releases to the media. We will enlist and expand the roles of supporters and welcome them as partners and include them on the Community Advisory Council (CAC). Students, staff, and parents will express their appreciation to the board and community partners and supporters during fall and spring showcases. By allowing safe and appropriate use of technology in the centers, students will have access to a wealth of high quality and low cost resources. Leaders at all levels will be trained to collect student achievement data and determine cost effectiveness and the impact on performances. The CAC will trim low impact activities each semester and perfect what is working for the next semester. High-Yield, low cost activities will be sustained, and we will expand our number of partners and supporters.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 019-905		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Center-Level Logic Model-analysis of effectiveness of use of human and material resources	1.	Teacher skills match student/parent needs. Full staff, engaged students
		2.	Leader facilitates recruitment and retention of target participants;
		3.	Community, school and TACE staff work together to provide resources
2.	On-going process monitoring of implementation of instructional/activity programs.	1.	Effective PD processes are in place to respond to the skill needs of staff
		2.	Leaders monitor for fidelity of use. Support provided!
		3.	Student data is used to drive instructional/resource decisions
3.	Monthly and yearly attendance monitoring-reports from TX21st requirements	1.	Participant attendance and record of reflection and adjustments
		2.	Participant activity attendance by regular or non-regular attendance
		3.	Parent participation/satisfaction. Student/parent choice/voice in program
4.	Formative and summary assessment of outcomes and student achievement objectives	1.	STAAR and local CBA indicators, college readiness indicators, grades,
		2.	Community and parent participation and retention of commitments
		3.	% of students promoted that are on-grade level. Reading & math levels
5.	Interim and final year-end evaluations.	1.	All indicators in interim and final report as required by TACE
		2.	% of participants meeting progress standards and exceeds progress stand.
		3.	% of participates accessing and successful in college/CTE options
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Data Collection and Improve Process- The site coordinator and project director will be trained to use Logic Models to improve TACE systems and outcomes and to collect and submit student and family participation data as required in the TX21st.tracking system. They will use local observation protocols and a variety of on-line and on-site professional development opportunities to provide growth provoking feedback to TACE staff, especially new personnel. The project director and independent evaluator will use the Texas Ace Blueprint to design research questions and surveys to collect and analyze data on all critical TACE components such as fidelity of use of best practices and the effectiveness of collaboration which school, community, and parents. Students and parents will be surveyed at the beginning, middle, and end of the year using www.surveymonkey.com . All data and feedback will be used to improve the program.			
Academic Data Collection and Improvement Process- Student achievement, student progress, and college readiness data from the Texas Academic Performance Report, (TPRI/Tejas LEE), and local assessment will be collected, analyzed and shared with all staff and individually with student and parents to improve student performance, instruction, and all academic components of the grant. Grades, running records, progress monitoring, test scores, discipline referrals, attendance, participation in CTE and work related activities, use of strategic learning strategies, books read and discussed, and students' self-assessment will be charted and use to focus activities on needs.			
How findings will be communicated to public and used to improve the Program - Data charts and analysis will be packaged under a " Campaign for On-grade Level Reading, Writing and Math" in PK-5 and " Campaign for On-Time-On-Grade Level Promotion to 10 th grade in 6-10; and the "Campaign for Access and Success to college/CTE/ Workforce in 9-12." In addition to using the campaigns to improve programs and accelerate student progress, the staff will showcase and celebrate actual examples of TACE products and TACE progress. Examples will show both the talent and excellence of the end product and the effort and progress made through the journey. These profiles and examples of progress, effort, and talent will be communicated to student and family, all planning teams, and the Community Advisory Council each six-weeks and to TX21st monthly. The results of the reports will be used to refine, improve, and strengthen the program. All results and plans will be made available to the public upon request, with public notice of such availability provided on the district web site and posted at each center.			

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 019-905	Amendment # (for amendments only):
<p>Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Academic Assistance Activities- Academic Assistance Activities are design to expand on what students know and need to know next to accelerate progress, keep up with their age mates and make learning possible and enjoyable. Students who are significantly below grade and/or has loss the desire to learn benefit from a regular schedule of one-on-one and/or small group strategic tutoring and quality homework help. Often below grade level students, need more models, strategies, and time to practice reading, writing, or problem solving. TACE activities supplement the specific help to build the skills and desire to learn.</p> <p>Enrichment Activities are integrated real world experiences in physical and social environments that make learning inviting and fun. Creating, collaborating and communicating with technology; arts and crafts, STEM activities, dance, music, fitness, gardening are design to give students choice and encourage them to find their voice and express their feelings and ideas in a variety of ways. They significantly increase opportunities to work together and apply what they already know in a fun and engaging activity.</p> <p>College and Workforce Readiness are activities at any grade level that prepare students to be successful at the next grade level on his/her way to an adult pathway to success. We will design activities in the area of students' interest and strengths and provide the tools to develop talent in activities that are similar but increases in complexity over time. All services related to preparing, planning, and accessing and being successful in IHE are included in these activities. These activities supplement the regular school day by developing talent and helping families with the college, CTE, or workforce admission process.</p> <p>Family and Parental Support Services are activities that help families increase participation in the students' education and provide needed services to meet basic necessities. The grant provides a full time family engagement specialist to help with a great need that is only being partially met at the present time.</p> <p>Supplemental Nature of Activities - The role of the above activities serve a complementary role and provide additional experiences and purposes for engaging in literacy, problem solving, and learning.</p> <p>Travel to and from the center and home - All participants will be provided travel by school transportation to and from home and school. Parents who sign off on students riding the bus will be permitted to provide their own transportation. Aids will be assigned to buses to monitor students.</p> <p>Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Disseminate location and information to community- New Boston ISD and each of the four Texas ACE centers will disseminate information directly to parents and students in a variety of ways. First each school will share the results of parent and student surveys that show the needs of the families, the academic needs of students, and opportunities provided by the TACE Centers. All literature and verbal communications will be provided in both English and Spanish. The program will be advertised in each school in the district and each school will have its own center. A media campaign will be organized within each targeted school that include flyers, a write-up in the district/campus newsletter, presentation at Meet the Teacher, and a feature story on the district website and the campus web page. The principal or designee will contact all families of targeted students who do not respond in a timely manner to make sure they understand the opportunities offered by the TACE centers. Input from working families will be taken into account when determining the hours of operations, and all effort will be made to accommodate their schedule. In selecting personnel for key managing and teaching positions, the district will advertise to seek leaders who know the community and can directly reach out to all members of our community. All centers will be accessible to parents as they are all located on the campus that the student attends and will be afforded if desired school transportation to and from school and home.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 019-905	Amendment # (for amendments only):
Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>How Proposed Activities will Improve Academic Success Grant services and activities were selected based upon needs assessments, especially the needs of economically disadvantaged (ECD) students and families who were not accessing the educational opportunities provided by the district and Institutions of Higher Education (IHE). The following major needs were targeted and will be improved as described:</p> <p>On-Time, On-grade Level Promotion- TACE activities in elementary school will support the development of students' literacy skills by providing a larger variety and assortment of books, professional development, and by providing student choice and time to respond to great literature in ways other than filling out a worksheet or taking a test. Students will be taught in "Math Find" activities to solve real everyday problems using the math that they know. The after school program, will provide student voice and choice and invite students to work together and express their thoughts in writing, drama, speech, debate and through the use of technology in many creative ways and in all grades and subjects.</p> <p>Engagement & Responsibility- Program staff will actively assist students in developing organizational habits, time-management, and study skills that help students complete their homework and learn that they can "do it by myself." TACE staff will be trained in strategic tutoring and teach students basic learning strategies that will give students the tools to continue to learn outside of the classroom and without the teacher. (Northwest Regional Educational Laboratory)</p> <p>Access & Success in IHE- TACE activities and services include classes for student and parents together on financing IHE, counseling, college admission test prep, early options to earn credit/work experience toward a degree or certification, credit recovery, computer literacy, opportunities to acquire skills in high demand, high paying jobs.</p> <p>How Proposed Activities will Improve Overall Success- "One teacher commented on the needs survey, "We need after school programs, where each day you teach a different life skill, or any skill for that matter. I think about when I wanted to be a majorette, my parents put me in lessons. Most of our students won't have that luxury" We will survey students and find out what they want to be and provide students the opportunity to participate in areas of their strengths and interest. Students will be encourage to work together in all activities and learn to listen and respect each other.</p>	
Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Federal program Funds New Boston ISD has the following federal grants: Title IA Schoolwide, IDEA B, Title II A, Title III LEP. Staff development, materials, technology, and equipment purchase by federal funds will be leveraged by the TACE program. At the High School campus, TACE staff will seek professional development, recruitment, and scheduling advicee from the hhigh school campus leadership. We will also leverage a wealth of technology, online resources, progress monitoring data from Response to Intervention (Rti) on targeted students and benefit from a district emphasis on improving college and career and workplace readiness. Each campus site will coordinate with the USDA school nutrition program for snacks and summer program meals.</p> <p>State and Local Funds. Local resources being leveraged include the curriculum, instructional and assessment materials, professional development for teachers, library services, physical activity rooms and equipment, computers workstations, software, general maintenance, and transportation.</p> <p>Community Resources- A local banker will provide time and expertise to teaching course for students and parents on financial planning In general and on finding and paying for affordable access to college and career training. The collaborating partners at Texarkana College TexAmericas and Texas A & M at Texarkana will provide time of employees to meet with on the advisory council and also provide counseling and financial aid services.</p> <p>Most effective Use of public resources- TACE funds will be used to supplement all federal, state and local funds by offering engaging and fun activities in out-of-school programs. Students and parents will be surveyed and have a voice and choice in the activities offered. All components and activities will provide students meaningful opportunities to apply skills in creative and challenging activities that are interesting and relevant to students. The after school program will provide students with many things that they cannot get in the crowded standards based daily curriculum. By coordinating funds, people, and resources one will help the other. The TACE program can act as a lab for integrated, learning and help a growing ECD population meet increasing state standards which should benefit local employers, business and the economy of the community in general.</p>	

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County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

References for Developing High-Quality Academic Enrichment Opportunities-The proposed activities are based on the research of the Texas Ace Blueprint, and the evidence-based practices collected nation-wide by the National Center for Quality Afterschool. (NCQA) Other major resources include Reinventing Project-Based Learning; Field Guide to Real-world Projects in the Digital Age, Susie Boss and By All Means: Redesigning Education to Restore Opportunity, Harvard University. The following measures will be used to increase the quality of academic enrichment opportunities:

1. Survey and Build on Student's Interest and Family Needs- Measures to improve our activities are; Student and family interest surveys; evaluations of the match between family/student interest and teacher/facilitator skills; regular afterschool staff meetings for problem solving and professional development; rubrics of improvement over time in individual and collaborative products and process, especially talent developed in chosen field/s crucial to access and success in college/career readiness. Attendance, grades, on-time and on-grade-level promotion to next grade or college.

2. Provide Real-World Activities That Connect to the Broader Community- Set of measures to improve are: Review agendas, action plans, and written agreements of community partners; number of activities sponsored by community; number of after-school participates in outdoor education, robotics, and other real-world activities; project debriefs for ideas to continue to improve projects; number/percent of participates accessing and completing early options to earn credit toward a degree, certification, and/or on the job training; increase in the number of students, parents, individuals and community partners that participates in the TACE collaborative; portfolios of awards, community service, and work records; attendance, grades, holistic writing scores, on-grade-level promotion to next grade or college.

3. Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement- Set of measures to improve are: % of participants who meet index 2 progress standards; % of students reading and doing math on-grade level; attendance, grades, local and state test scores, individual progress monitoring. Evaluation of afterschool strategies connecting but not duplicating regular classroom practices. Promotes love of reading and writing.

4. Provide homework help and effective tutoring for all skill levels- Set of measures to improve our activities are: Self-Assessment of Effectiveness Qualities During Homework Time is a tool that we will use to improve homework services. (NCQA) Staff will self-assess their performance on six qualities of effectiveness: 1). engaging and supporting all participants 2). Creating and maintaining an effective homework and tutoring environment 3) Developing relationships with participants 4) Assessing needs of participants 5) Developing relationships with community and school 6) Developing as a professional afterschool staff member (Beyond the Bell ®: A Toolkit for Creating Effective Afterschool Programs.) Pre and posttest on specific learning strategies will be used to measure progress toward becoming an independent strategic learner who can help themselves and learn outside of the formal classroom. Other measures used to determine progress and reflect on improvement are; number of zeroes and incomplete assignments; grades, On-time-on-level promotion rates; attendance, discipline referrals, and parent engagement of students in homework activities.

5. Other indicators of Quality Academic Enrichment Opportunities: Plan engaging activities that enhance skills across the curriculum; Integrate technology; Motivate and engage all students to participate ; and Develop thoughtful, fun and accessible activities - Set of measures to improve our activities in these areas will include all of the above plus individual activity/course surveys on how to improve the activity and measuring students' proficiencies in using technology to learn by creating, collaborating, and communicating with technology. We will also measure effectiveness in communication and in coordinating the afterschool and regular school activities schedules to avoid duplication and prevent conflicts for families, especially working families who schedule might prevent participation.

Summary of the plan to collect local data for continuous assessment and local program evaluation. The Project director and site coordinators will be trained to use the tools of the TACE Blueprint to collect data to monitor and improve on-site professional development, the implementation of training, resources, and the participation and success of all participates. Campus and center leaders will use DMAC to provide student achievement data on TACE participants and its effect on the campus accountability indicators and rating. The Center Planning Team will use data to improve their programs daily and to request changes during the year and for next year. The project director will summarize all data from the required TACE reports, the outside evaluation, and local action research and submit recommendations for improvement to the superintendent and Community Advisory Council.

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Description of Partnership - New Boston ISD is applying jointly with Texarkana College TexAmericas Project, the College of Education and Liberal Arts of Texas A & M University-Texarkana, the New Boston Education Foundation, and Farmers Bank and Trust. Each Partner's role in delivering services, planning and evaluating the project over time is described below.

Texarkana College TexAmericas Project- Texarkana College, United States Army and TexAmericas, a commercial industrial complex, have created a state of the art technical and educational facility designed to meet the needs of Red River Army Depot and the diverse educational needs of the surrounding area. The tech facility called the TexAmericas Center is located just outside the gates of the Red River Army Depot less than 10 miles from New Boston High School. The Texarkana College TexAmericas Center will provide instruction in diesel mechanics, medical terminology welding, SAT/ACT prep classes, provide one staff member to serve on the TACE Community Advisory Council, provide teacher training, instructional supplies, computer programs and licenses, and quality assurance monitoring. They will advise the local TACE college and workforce readiness focus and help communicate the opportunities for education and training through the partnership with the New Boston TACE centers and Texarkana College TexAmericas Center. New Boston TACE centers will provide space for classroom instruction, transportation for students to the TexAmericas Center, and pay for instructors. Cost to students and families can be reduced or eliminated and career pathways that are attracting students and in demand can be sustained and expanded to include more underserved college going students and their parents.

New Boston Education Foundation- the Board of Directors of the New Boston Education Foundation will commit to a designated number of volunteer hours to assist with the TACE program each year. The Foundation will designate a set amount of funds each year to ensure sustainability of effective programs and help with data collection and surveys needed to evaluate and sustain the program.

College of Education and Liberal Arts (CELA) Texas A & M University-Texarkana- CELA will provide venues by which NBISD may recruit college tutors to work with TACE students and focus recruitment efforts on future teacher candidates. In addition they will provide one staff member to serve on the Community Advisory Council; assist in communicating the mission of the TACE program to all stakeholders; and provide speakers for family literacy nights. New Boston TACE centers will provide training and pay for college tutors in providing strategic tutoring, using technology to create, communicate, and collaborate using digital sets of tools in project based learning. Project Directors will match college tutors skills and talents with students interest and talents to work not only as tutors but also in enrichment and college readiness/workforce learning projects. The Family Engagement Specialist will attend the family literacy sessions and coordinate the content into sessions at the all centers and to all parents who may not have had time to attend, especially working families.

Farmers Bank and Trust will provide financial literacy classes for participating students and families at no cost to the program. Because of the rising cost of education and the continuous increase in economically disadvantaged population, there will continue to be a need for sound financial management of resources in all components of the TACE program and in the lives of students seeking a pathway to adult success. Project Directors site coordinators will attend the sessions and support the classes by recruiting parents and college/CTE going students to attend and by sharing information with all parents and families.

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County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Summary of Available Center Resources- Texas ACE (TACE) centers will be located on the four New Boston ISD campuses, Oakview Primary TACE Center K-2, Crestview Elementary TACE Center 3-5, New Boston Middle School TACE Center 6-8, and New Boston High School TACE Center 9-12. Each center will use present classroom space, recruit teachers from campus staff, use current campus equipment and technology, and utilize current maintenance and transportation staff. Teachers at each center will have access to the district's curriculum management systems and progress monitoring data to design activities, monitor progress, and plan for improvements. The district Family Engagement Specialist will be able to use current protocol to access district and campus web pages to communicate 24/7 with parents and families. Information needed to recruit the neediest students and families will be provided to TACE leaders to meet student and parent attendance goals. All identified needs listed in Schedule 13 will be addressed by the grant in all centers. Each center has identified the most pressing need/s at their grade level and will use grant funds to address those priorities as follows:

Oakview Primary TACE Center K-2, At the primary center, on-time-on-grade level promotion was identified as a critical early literacy need. K-2 students will be expected to meet final recommended standards before the end of the 5-year grant period. The TACE grant will address this need by providing a larger variety and assortment of books and engaging young students in fun afterschool activities that create a love for reading, writing, and finding problems to solve. The grant will provide professional development (PD), materials, supplies, and online resources that will build in innovative ways on what students are learning during the school day. TACE funds will provide family activities that will engage parents in learning how to help their child improve at each center K-12.

Crestview Elementary TACE Center 3-5- In addition to on-time-on-grade level promotion, emotional needs of students and a specific need for strategic tutoring for students more than one grade level behind was identified at this level. The grant will provide PD in strategic tutoring in word attack skill, fluency, vocabulary and others as needed. Students who are missed by the regular RtI program, will be targeted. The grant will provide students opportunities to work together in groups, teams, and clubs of their choice that engages them in fun activities and integrate reading and writing and finding and solving real-world problems in all subjects. These enrichment activities will include crafts, arts and fitness and connect to literacy in all subjects.

New Boston Middle School TACE Center 6-8 In addition, to the above, the center in the middle identified a need to build self-responsibility and engagement in students. The grant will provide funds for a variety of fun enrichment activities for adolescent students. Students and parents will be surveyed. Teacher skill set will be matched to student choice that promotes team work, self-responsibility, and building talents in students. The staff identified over 65 items needed to conduct enrichment activities. The center will also develop afterschool homework activities and services that will help students build self-monitoring, time management, test preparation and study skills that will enable them to be successful in middle school, high school and beyond. Parents will be invited to visit and participate in the afterschool program during homework time. Afterschool staff and trained peer mentors will help students use laptop computers to complete self-guided math tutorials and work in small groups to solve math problems. Training videos and materials from the National Partnership for Quality Afterschool Learning Toolkit will be used to help staff plan and implement their homework program.

New Boston High School TACE Center- In addition to homework practices and engaging students in a variety of enrichment activities, the high school identified the needs of coordinating existing activity schedules with afterschool activities and expanding access and success to college/CTE certification and workforce experience. Activities and services that would be expanded would be summer bridge activities for rising 9th grade students and parents, field trips to colleges, a variety of parent and student workshops on college/CTE/workforce opportunities, interactive ACT test preparation, drivers education, expansion of CTE offerings in afterschool settings for students who do not have time during the regular school day to earn college/CTE credit, intramural sports for students in areas of student interest. Clubs and activities to prepare for competitions not offered in the regular extracurricular activities, online learning opportunities to develop real-world talents to create, collaborate and communicate by integrating technology to learn in areas of student talent and career choice.

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Use of evidence-based practices to enhance academic performance, achievement, Positive Youth Development The New Boston ISD Texas Ace (TACE) program is designed on the research from the National Center of Quality Afterschool (NCQA) and the Texas TACE Blueprint. The best afterschool programs do two things: they engage students in fun activities that create a desire to learn, and they build on what students are learning during the school day to extend knowledge they already have. (NCQA and TACE) At each center, student and parent surveys will be used to determine students' interest and family needs. We will match teacher/tutor/volunteer skill sets with student interest and choice to motivate and engage all students to participate. The Family Engagement specialist will plan and engage the community partners and individuals in the community in helping deliver services and activities needed by our parents. At each center, teachers will be trained to provide real-world activities that connects to the community and enhances skills across all curricular areas, science, social studies, math, reading, writing, the arts, fitness and career and technology education. The directors and site coordinators will help all TACE personnel and community partners to utilize the National Center of Quality Afterschool Toolkit to find evidence-based practices and services. We will use technology to create, collaborate, and communicate and produce content instead just being consumer of content. (Reinventing Project-Based Learning: Real World Projects in the Digital Age) TACE centers will also build on what students are learning during the school to extend or apply what they already know. It is the lack of student application of initial learning in new context that is preventing students from retaining skills and knowledge and from answering the more difficult questions on the STARR test. Activities are selected and lesson will be planned that are connected to grade-level benchmarks and the TEKS to increase retention, application, and critical thinking skills. All TACE staff, volunteers, tutors, mentors, and interested parents and community partners will be trained in strategic tutoring and providing effective homework help. Students will be given technology tools and taught to use quality online tutorials and learn to help themselves. The community partners, school and afterschool staff and fellow students will create a homework, study skill environment that will build self-confidence and self-regulation in our most needy students and enable them to develop their talents and skills and be successful at the next grade level or in college and the workforce. Postsecondary and work- In addition to preparing TACE participants to be postsecondary/workforce ready, parents and students will be provided the necessary skills and knowledge to access pathways to be accepted in IHE. All centers will have College/Career strands of activities. Community partners will be actively involved in improving access to IHE.	
Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Encouraging and using appropriately qualified persons to serve as volunteers- We will utilize the hard working people of our families and community as role models and adult advocates for students. Volunteers will be trained and help us to promote the dignity of work, character, social skills, leadership, discipline, talent, and college, CTE, and workforce skills in our students. Volunteers will help on field trips and lend their experience to help in math and science labs in outdoor education and in the centers. We will interview and capture portraits of our citizens in "stories of our community". Students will use digital cameras to record and produce a living history of our families and community. (Reinventing Project-Based Learning: Field Guide to Real-World Projects in the Digital Age) The math and science after school labs will include both the natural sciences and the social sciences, and students will use blogging and online resources as a collaborative and reflective practice. Digital tools for making things visible and "discuss-able" will be used to communicate and create content instead of passively listening to someone else explain everything. Our positive adult role models will be the center of our personal social science research. Students will produce blogs and online portfolios that feature their own family histories and the contributions of our past to the present and develop a true sense of community that includes all contributions. In the primary and elementary centers, volunteers that are trained may be used to read aloud and discuss great ideas and themes from teacher and student selected books. Teachers, students and volunteers will be trained to find math problems in everyday situation and problem solve and talk about math. All volunteers must go through a criminal background check, be trained for their specific duty, check in showing proper identification, and wear identification badges at all times. College students and high school National Honor Society students may service if approved by principal and site coordinator as student advocate and/or volunteer.	

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County-district number or vendor ID: 019-905

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Description of the Sustainability Plan :

The district's plan for sustaining the TACE grant is based on a cost and impact analysis. (Texas Center for District and School Support (TCDSS). Each center will collect implementation data using a list of question about processes and implementation to determine the level of implementation of the components of the TACE grant. Prioritized activities/services that have, in fact, been effectively implemented will go through a cost and impact analysis. Activities, services, and components that have high cost and low impact will not be continued, and available funds will be committed to continuing lower cost and higher impact activities. After identifying high impact areas, the Community Advisory Council, Center Implementation Team, and the campus site based decision making team will develop an action plan to "prioritize future work." When approved by the superintendent and board, funds will be allocated for supporting enduring activities that have had a high impact on the goals of the grant and campuses/district plans. The engagement and support all community partners, parents, teachers, and students will increase the chances that effective, high impact-lower cost services and activities will be maintain even if changes in key district and campus leadership occur.

Strategies and Resources That Will Be Employed: The following strategies will be employed:

- **Inform the school board up-front of:** the need/s to apply, the opportunities to increase collaboration with the local community, learn from the state and national afterschool networks, and the possible amount of funds available to expand the district current after school infrastructure to increase educational opportunities and academic achievement for students and parents over the next 5 years... Develop letters of board commitment and submit with application.
- **Develop support for the program-**Engage all key participants in planning and designing the program and include what students, parents, teachers, and leaders need but presently are not provided...
- **Avoid excessive Purchases:** Purchase resources, software, services that can be maintained by the school, family and community, for example: open source, low cost materials that assist personal learning 24/7.
- **Improve TACE Programs-**Continuously monitor and support to improve all grant activities and components. Measure effect on student achievement and family support and publish and celebrate.
- **Provide professional development and support all teachers, college students, and volunteers.** Recruit talent and make all activities fun and related to real-world experience and the community.
- **Update Sustainability Plan each Year-** Using Cost-Impact an analysis update TACE plan, include in campus and district pans, submit to the school board for approval, and include in the TACE continuation application.

Individuals and Organizations Involved- All TACE participates, are involved, but the major individuals are superintendent, each board member, principals, project director, site coordinator, and executive officers of our community partners and our parents. Organizations involved are the school district and each campus, Texarkana College TexAmericas, Texas A & M University at Texarkana, and New Boston Education Foundation.

Annual Timeline for Implementing the Sustainability Plan- Informing the school board and submitting the letters of commitment –March 29, 2016; Develop support for the program- August 21, 2016; Avoid excessive purchases – January 5, 2017 for TACE after school program during the school year and June 1, 2017 for summer school; Provide professional development and support to all teachers, college students, and volunteers - August 21,2016 - July 30,2017; Update Sustainability Plan each Year- July 31, 2017.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plan for Seeking Continuous Feedback and Involvement from Community Stakeholders Family, students, teachers, and community representatives will be interviewed and surveyed each quarter. Surveys will measure satisfaction levels in program offerings for students and families. Volunteers, college tutors, peer tutors, family members, parents, students, and community members who have participated as contributors to the program will be surveyed/interviewed on the qualities of effectiveness for TACE component/s and asked for suggestions for improvement. The district will be acutely attuned to the feedback and suggestions of our community partners, Texarkana College TexAmericas and Texas A&M at Texarkana. The Project Director will develop charts that summarizes and prioritizes feedback, input and information. He/she will present feedback for discussion to the CAC and or as requested by the superintendent and school board. These reports will include a qualitative and quantitative description of the involvement of all community stakeholders.

Process for Creating and Engaging A Community Advisory Council to Increase Program Awareness. The district will recruit key community stakeholders who will help sustain the program and whose support will promote the TACE program in the eyes of the community. We will recruit influential members from all ethnic groups that represents the residents of New Boston ISD. (TACE Blueprint) A representative from the district office, the Project Director, and at least one center representative from the campuses will represent the district and campuses. Principals will be asked to attend when specific discussion items or celebrations pertain to their campus. Each Community partner will be encouraged to participate on the CAC as part of their Memoranda of Understanding (MOU) agreement. We plan to extend our partnerships with other institutions in the greater Texarkana area that are not available in New Boston such a public social, emotional, and mental health agencies and workforce agencies. Our direction of expansion of membership will be planned to include expertise and influence in areas needed by our students and families.

Process for Evaluating Program Effectiveness, Developing Annual Program Plans, and Sustainability plans. The site coordinators and project director will collect process data, feedback from community stakeholders, and student and parent satisfaction from surveys. Student achievement data will also be collected including attendance of student and parents in scheduled activities, academic progress according to grades, test scores, progress monitoring data on RtI students, and pre-post test results on learning strategies. All data will be organized in charts and graphs and shared regularly as needed with center and campus staff to make immediate adjustments to improve programs. The data will also be reviewed at each CAC meetings and input from the Community Advisory Council and Community partners will be taken into consideration in making adjustments and improvement during the year and at the end of the year when developing annual plans for next year. In the summer all MOU/s will be reviewed and renewed or changed as needed. CAC and the Community partners will approve or recommend changes in district continuation application which will include plans to sustain the activities after grant funds are discontinued.

Description of the Planned Membership - The Community Advisory Council (CAC) will include at least one member from each of the following groups:

Community Partners (One from each of the Community Partners;

Parent Representative (Participating parent or family member)

Project Director, District Representative (Board member, Superintendent or designee)

Campus Representative (campus principal, site coordinator, or teacher)

Individual Community Representative-(Volunteer, student peer-mentor, adult mentor/advocate, college tutor)

City, county government representative, Business/Industry/workforce representative

Police Law enforcement representative

Social services, mental and physical health individuals

Participating Organizations at this time are Texarkana College TexAmericas, Texas A & M University – Texarkana College of Education and Liberal Arts, New Boston Education Foundation, and Farmers Bank and Trust.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Management of Various Components of Grant and Adhering to grant Requirements. The Project Director and site coordinators will be trained to use Logic Models to manage and monitor all working parts of the program from input resources, implementation activities, monitoring and improvement strategies and outcomes. The leadership team will continue to research and use the PRIME Blueprint management tools, the National Center of Quality Afterschool network and the Center for On Grade Level Reading to implement, monitor, manage data, evaluate, improve and fund high-quality programming for all participants. At each TACE center, the Project Director, Family Engagement Specialist, Site Coordinator, principal or designee, and TACE teacher leader/s will act as a Center Implementation Team (CIT) to carry out the plans of the Community Advisory Council (CAC). The center CIT teams will actually manage the work at the classroom/center level. They will develop logic models to implement TACE required activities/services, schedule time to plan, monitor, collect and manage the data requirements of TACE and adjust implementation as needed. With training from TACE and local consultants each CIT will use Logic Models and conduct cost and impact analysis and make budget recommendation to the CAC to continue what is working and eliminate or adjust what is not working at least once a reporting period and at the end of the year. Recommendations for continuation applications or amendments will come from the CIT teams at each center and will be recommended by the CAC and approved by the superintendent and board before submission to TEA. The Family Engagement Specialist (FES) will survey parents and schedule the slate of family engagement activities for each center with the help of the site coordinator. The FES will use logic models to monitor and improve parent activities, the family resource center, and attend at least one family engagement conference a year.

Communication Among Project Staff All Centers are located on NBISD campuses. TACE staff will be a part of the campus staff and in most cases will be the same personnel. Each CIT Team will work closely with the principal of the building and be a part of his team to improve campus goals and objectives as well as meet all the requirements of the grant. Since the TACE centers are based upon campus needs assessments and designed to fit the needs of that campus, regular protocols and channels of communication, (face-to-face, emails, text messages, phone/web conferences) will be used to communicate needs, make plans, resource, and manage the centers on a daily basis. The CIT will meet bi-weekly and the Project Director and Family Engagement Specialist will attend as an active member in at least one of the meetings in each of the 4 centers every month and/or more as needed to direct the program and meet the requirements of the grant. Welcoming family members with a smile and sincerely greeting them will be a non-negotiable communication policy. All project staff will be trained to conduct effective meetings that begin and end on time and that serve a specific purpose. If taking a specific action is the purpose of the meeting, a clear and agreed upon written action plan will be produced. All required data will be collected and submitted as scheduled by TEA. Site coordinators will enter attendance data daily. All pre and post data on instructional programs, surveys, and student academic data will be entered as required and communicated among project staff in weekly and monthly meetings. Celebrations, progress, and challenges will be reported to all stakeholders.

Provisions of Ongoing Training and Support All TACE training will be attended and implemented by site and district TACE leaders. Logic Models and the wealth of TACE templates and forms in the PRIME Blueprint will be used to manage the program. The Management Tasks Checklist in Appendix 35 of the PRIME Blueprint will be used as a guide to manage project implementation, data collection and submission, and the fiscal responsibilities of the district. In addition, the grant will provide for consultant who has a proven track record of engaging students in afterschool programs. Training will include strategic tutoring, use of formative assessment, and providing student feedback in a growth provoking manner. Students and teacher will be trained on use the tools and techniques to self-assess as individuals and as part of a team. The leadership team will use the homework resources and strategies of the National Center for Quality Afterschool to train staff, parents, volunteers and all tutors and mentors how to design a quality homework environment for teaching students to help themselves and each other instead of just giving and getting answers. We plan to employ our most dedicated teachers to train TACE teachers on site and provide coaching and support when needed. Funds will be budgeted for consultant and for extra pay for teacher leaders to train staff.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Oakview Primary TACE Center		
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9 digit campus ID#	019-905-103	Distance to Fiscal Agent (Miles)	3 miles
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Grade Levels to be served (PK-12)	PK-2
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	175
Number of Adults (parent/ legal guardians only) to be served:	175

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Crestview Elementary TACE Center		
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9 digit campus ID#	019-905-101	Distance to Fiscal Agent (Miles)	2 miles
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Grade Levels to be served (PK-12)	3-5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	150

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3 **Center Name:**
New Boston Middle School TACE Center

9 digit campus ID# 019-905-041 **Distance to Fiscal Agent (Miles)** 3 miles

Grade Levels to be served (PK-12) 6-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	125
Number of Adults (parent/ legal guardians only) to be served:	125

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4 **Center Name:**
New Boston High School TACE Center

9 digit campus ID# 019-905-001 **Distance to Fiscal Agent (Miles)** 2 miles

Grade Levels to be served (9-12) 9-12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019-905		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 7	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 8	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 019-905			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination of TACE with federal and state compensatory programs:

Staff development; instruction and assessment materials; technology, and equipment purchase by federal and state compensatory funds will be leveraged by TACE program. TACE staff, volunteers, college tutors, and aides will participate in appropriate professional development funded through federal, state compensatory, TACE, and community resources. The Program Director, Site coordinators, and Family Engagement Specialist will attend federal and state training and services for parents and families. We will use some of the assessment instruments, protocols, procedures, and guidelines for identifying students in the RtI program and other accelerated learning services. The TACE staff will utilize counseling, testing, and scheduling resources provided by federal and state compensatory funds. TACE will leverage school-based technology, online resources, and use TACE funds expand each centers capacity to integrate content learning skills in finding and solving real world problems in fun and exciting ways. Student academic deficiencies identified in progress monitoring as part of the (RtI) process will be used to focus TACE academic activities on targeted learning needs for students. Resources from all sources and the community partners related to improving college and career and workplace readiness will be leveraged and expanded by the TACE program. Each campus site will coordinate with the USDA school nutrition program for snacks and summer program meals.

Identification and Recruitment of Students Who are Most in Need:

The primary and elementary centers will identify students most in need through the Response to Intervention (RtI) process in reading and math and by local and state standardized test in all subjects. All students in all grades and subjects that are in danger of failing a course and not being promoted to the next grade or graduating will be identified and recruited for the program. Students who are one or more grades below grade level will be recruited. Specific academic needs and deficiencies of all participants are identified through various assessments including: (TPRI)/ Tejas LEE (K-2) Istation, STARR, local Curriculum Based Assessments (CBA), teacher and parent observations, grades, and benchmarks test. RtI, 504 and Special Education ARD committees also identifies behavior deficiencies as well. Also in the primary grades students who are not self-regulating and falling behind their age mates will be eligible for the program. In higher grades, students who are failing a course/s at any time and/or in danger of dropping out because of lack of attendance, discipline, drugs, detention in a juvenile detention center, and/ or early pregnancy will be eligible for after school TACE services. High school students who do not have time in their schedule to take an articulated course for completion of a CTE certification or college preparation course and are in danger of dropping out of the Recommended High School program or their CTE certification sequence and settling for less will also be targeted for inclusion in the program. Parents of all identified student will be notified of their student's eligibility for the TACE program through the confidential Skyward portal on the campus websites, email messaging system, a media campaign, and informational meetings among district personnel, businesses and service clubs in the community. The principal, site coordinator, project director, and family engagement specialist will make home visits if a family cannot be reached by traditional means. Parents of all identified student will be notified of their student's eligibility for the TACE program.

Retention of Students in Need: Each center will create activities that directly relate to students' academic needs but will also grow their talents and abilities to foster a sense of accomplishment in the area of their interest and strengths. By including choice and encouraging students to express themselves in integrated real-world activities, students will be able to apply and think critically using the skills that have been a weakness and source of frustration in the past. Choice and voice are powerful contributors to student success. Success will retain students more than any other method. We will offer technology tools to help students create, collaborate, and communicate in a way that will improve the target academic skills and build 21st century college and workforce talents in the same environment. We will use pre- and post-test data and teach students to self-assess and continuously set higher goals in more complex task. We will encourage parents to join us and provide training to help parents know how to help and encourage their child to continue to develop the readiness skills and talents that they need to be successful at the next level for the rest of his/her life. Each center will identify ways to celebrate the effort, progress and the accomplishments of students and the contributions of the parents, family, and community in the process of education. (Joyce Epstein, John Hopkins University).

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Total Number of Weeks and Hours Scheduled for Each Center: TACE activities at each center will be conducted 4 days a week Monday-Thursday for 12 hours a week for 35 weeks including Summer School.

Schedule for Summer School-Summer School at each center will be held a minimum of four hours per day, four days per week, for a minimum of six weeks. Summer bridging activities for 9th grade students may be included if approved.

Staffing and Daily Schedule- In each center, TACE activities will be conducted one hour before school and two hours after school each day of operation. The three types of required student activity types, Academic Assistance, Enrichment, and College and Workforce Readiness will be clearly defined at each center, and staff will be recruited whose skills and talents are best suited for students needs and interest. Teachers, aides, college education majors, volunteers, individuals from community partners and other approved adult advocates will be trained and placed in the best possible schedule to help participates. At each center and whenever possible activities types will be scheduled during the periods that do not conflict with the regular extracurricular activities program schedule or competing community sports programs. All Activity types can be offered during any of the three hour long periods or one project based learning activity could be offered all three periods until the project is completed. The schedule will fit the needs of participates and not the other way around. **Family and Parental Support Services-**Activities will be provided as requested by parent surveys. Campus staffs have also requested activities that would enlist and help parents know what to do help their child to develop a desire and love of reading. Parent activities will be schedule by the Family Engagement Specialist whenever needed but regularly on or around the first Tuesday of each month depending on each center/s schedule.

Center Operations- All TACE checklist and operational procedures will be followed in conducting the program. All district, campus, and state policies concerning the safety of children will be followed.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All TACE Centers will be housed at the campus where students attend during the day. Transportation by the regular school bus drivers will be provided before school and after school and in the summer. Each of the 4 Centers will conduct the TACE Safety Self-Assessments to determine safety priorities for each center. All students will continuously keep in their possession the necessary identification to ensure that their status as students, and the subsequent grade level and campus is identified. All staff will continuously display proper identification commensurate with district policy for staff. Site coordinators and adjunct instructors will maintain attendance folders which will hold pre-printed attendance rosters. Students will be required to sign in each one hour period of the TACE school program that they attend at each center. Students will then sign out at the time in which they leave programming, with the corresponding time they leave. The same process will be used in the summer. Students attending afternoon programming with either ride the assigned bus home or will be picked up by predetermined family/guardian members only. Family members who do not normally pick up children will have to show identification and be pre-approved by guardian. A process and procedure for ensuring that students are on the right bus will be in place at all sites. All participants admitted to TACE programming must submit a comprehensive registration form before admittance. The registration information will be kept by the site coordinator and used to provide necessary security for students and for contacting families in case of emergencies. At least one person trained in CPR will be on site at all times. Emergency contact list will be clearly posted in a visible location. Centers have a current safety plan that is practiced regularly, lock down, fire drill, tornado drill, emergency evacuation posted in every room and procedures in place. All staff, volunteers and partners who will be in the environment with children must have a background check. Accident and incident plan will be in place at each site, and parents will be notified on each occasion. Playground, fitness equipment, mats and floors are in good repair. The fire extinguisher and smoke detectors are working and in good repair. Doors and exit are not blocked. Building is secure and all district/campus safety and security policies are in place for the after school and summer activities.

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County-district number or vendor ID: 019-905

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alignment with School Day, Needs of Students, and Goals of the District. All TACE activities will be planned based on school-day data. TACE staff will work with principals and regular staff. All TACE staff will be included in campus planning meetings, professional development, and regular PLC/s when appropriate. TACE activities will be aligned to accelerate the progress of students who are below grade-level and/or in danger of failing the gateway courses needed to be successful at the next grade level and in college or CTE institutions. The activities are aligned to help campuses meet two critical milestones, on-grade level reading by third grade and on-time-on-grade promotion to 10th grade.

On-Time Promotion and On-grade level Reading, Writing, and Math by 3rd grade- All four TACE activities types will be aligned to reach this critical goal in primary and elementary centers. **Type A- Academic assistance** activities will focus on building vocabulary, background information, fluency, and comprehension and any specific skill/TEKS deficiency in reading, writing, math, and the natural and social sciences. TACE staff, college tutors, and volunteers, will be trained to use strategic tutoring, homework help, guided reading and writing, math find (finding real problems in their environment and solving them), and how to bridge strategies with the power of story to foster authentic engagement in reading. **Type E-Enrichment** activities will tap students' interests by engaging students in integrated real-world and fun activities in all subjects, fitness, and the arts. Students will respond by listening, talking, writing, reading, singing, creating with technology, dancing, and acting in engaging activities. Student choice, voice, and interest will be cultivated in enrichment activities. TACE staff will be trained how to select, plan, and use literature, poetry, songs, art materials, and technology that will touch the lives of our most needy students and encourage them to tell their stories. **Type C- College/workforce Readiness-** Young students will be able to choose areas of interest, and the staff and students will co-construct and organize repetitive activities at increasing levels of challenge that develops talent and self-directed learning in students. Examples are collaborative publishing, digital storytelling, music, drama and dance. C-Type activities will stress enjoyment, pride, the dignity of doing a job well done, and producing something of quality.

Type F-Family Engagement Activities- At this level, Family engagement activities will focus on two things, the needs of parents as identified in family surveys and a community wide campaign for on-grade level reading, writing and math. Parents will be invited to attend the program with their child and learn fun and engaging ways to help their child.

On-Time-on grade level Promotion to 10th grade. The important milestone for secondary students is on-time, on grade level promotion to 10th grade. Algebra I, Biology, and English Language Arts I are the 9th grade STARR tested courses and the gateway courses needed to pass upper level college/CTE preparatory courses that are needed to prepare for college, CTE, and the modern workforce. (Texas Higher Education Coordinating Board) **Type A- Academic Assistance-** Strategic tutoring in identified TEKS in all 6-12 courses; immediate homework help to assist 6-12 students in keeping up in difficult dependently sequenced courses; and study skills, organization, and time management will be provided to secondary students. **Type E- Enrichment-** Activities will be provided in areas of individual and group interests such as academic, art, music, drama, and fitness clubs. Areas of interest requested were soccer, driver's education, intramurals, music, arts, and opportunities to create, collaborate and communicate content using technology in local and world-wide learning networks. The staff has indicated a need for drug education and other social and mental health issues needed by participants. **Type C- College Workforce Readiness-** Activities will include: test prep for college/CTE/workforce admission test, STARR, final exams, and certification exams; assistance in all steps in selecting, applying and getting admitted to IHE; and 9th grade summer bridging services. **Type F-Family Engagement** activities will include any needs requested by parents, including courses in a second language, referrals to health and social service agencies, and training for financial planning and the CTE application processes, especially for first generation college going students.

Plan for using evidence-based practices - The design of the local TACE activities are based primarily upon the TACE Blueprint, National Center for Quality Afterschool, The Campaign For Grade Level Reading, and the research from Texas Higher Education Coordinating Board. Evidence-based activities from the above sources and from professional development provided through regular school day funds, TACE funds, and the state and national afterschool networks will be used to accelerate skill and the will to read, write and solve problems on-grade level and pass gateway courses needed to access adult pathways to success in the 21st Century.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Designing TACE Instruction to Meet Academic and Developmental Needs of Students- After school and summer activities are intentionally design to meet the academic and developmental needs of all participating students based on: Disaggregation of TPRI/ Tejas LEE (K-2) Istation, STARR, local curriculum based assessments (CBA) in all core subjects; teacher and parent observations; grades and other indicators of approaching failure; retention in any grade; reading, writing, and doing math below grade level; failure in any course; lack of progress or decline toward meeting progress standard and passing STAAR at standards needed to graduate; all behavior and social emotional needs that may lead students to drop out of school and/or settling for less than the Recommended High School Program or the completion of a coherent sequence of CTE courses needed for cortication or job. All academic assistance activities are intentionally designed to directly teach learning strategies needed to meet the demands of the core curriculum, especially in reading, writing, math and the physical and social sciences. Enrichment activities are designed to engage students in fun and integrated activities that will provide students the opportunity to apply, create and communicate in different modes. Teachers will connect developmentally appropriate enrichment activities to literacy and learning strategies in a natural way that increase academic skills and the will to learn. College/ workforce readiness activities will allow students to develop their talents in areas of interest and strength through continuous practice of a set skills, using a specific set of tools, in increasingly complex activities. College/career/workforce counseling and coaching will be a part of this set of activities. Texas ACE activity/unit and lesson plan worksheets will be used by each teacher as a planning tool.

Meeting Individual and Small-Group Instructional Needs

The Response to Intervention (RtI) process will identify student deficiencies through various assessments including: TPRI, Istation, reading logs, teacher observations, grades, and curriculum based assessments and behavior referrals. Type A or Academic Assistance learning strategies are sequenced and students are to receive the sequence of activities that fit their particular profile. Students who are more than one grade level below may receive individual assistance. Type E or enrichment are intentional designed to provide an authentic hands-on application of the deficient learning skills in the content areas and in fine arts. All staff will be trained to bridge strategy learning with real life stories that connect with students' lives and increases their desire to read and learn. Students' particular interest and strengths, work habits and self-directed learning will be fully developed in an area of strength and/or interest in college/workforce activities.

Preventing Academic Failure and Dropping Out of School. The grant is designed to prevent students from dropping out or settling for less by ensuring all students read on-grade level before they have to read to learn to pass content courses and the STAAR test at rapidly increasing standards. A major part of the campaign for on-grade level reading, writing and math is to use a variety of fun and integrated enrichment activities to increase the desire to read, write, and solve problems as well as teach strategies to improve learning. For below level students reading and responding to a lot of quality literature that speaks to their lives and their stories is critical in being successful in school and in life. A research based and comprehensive homework help program will be established at every center and students will receive appropriate coaching on the strategies and content that they need to successfully complete their assignments by themselves. Immediate homework help in the dependently sequenced courses that allow students to keep up and not get so far behind that they fail or believe they cannot do math or science and effectively cut off having the background to access and be successful in high demand, high skilled and high paying jobs.

Staff to Student Ratio for Proposed Sites and Activities. The student ratio to teacher will depend upon the type of activity. Individual and strategic tutoring small groups may have from 1 to 8 students per group, while enrichment and college/workforce activities and parent engagement activities may have as many as 20-25 students per teacher.

Student Voice and Choice-Interest inventories, family and community needs assessments, evaluations of library collections, and evaluation of access and current use of technology will be used to intentionally plan activities to increase student voice and choice. Students will have choices in: books they read to practice learning strategies, research projects, technology tool-sets to complete work; interest groups for building talent in fine arts, fitness/nutrition activities, family community history studies; and many others. Family engagement activities were intentionally designed to meet needs as identified in family engagement surveys/interviews, including needs of working families. Snacks/light meal will be provided.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family Engagement Specialist (FES) - New Boston ISD will employ a FES and a job description will be posted that is based on the requirements and suggestions in Family Engagement Specialist Guide in the appendix of the PRIME Blueprint. The FES will conduct surveys, use logic models make recommendations to the site coordinators and Project Director concerning the needs of all families, especially working families' schedules and parents of the neediest students. In addition the FES will be trained in the Campaign for On Grade Level Reading, Writing, and Math, the homework help strategies, and the college/CTE and workforce opportunities. A candidate will be chosen that knows the people and the cultures of New Boston and if available is fluent in both English and Spanish. The district will take special care in searching and finding a person who knows the Hispanic, African American, economic disadvantaged, and Two or More races community (our largest and fastest growing population). We will find a FES who has a positive attitude and believes that all of our families will and can participate in TACE activities that will help their child in school, especially children who are below grade level and are first generation college going students. The district will choose a candidate that identifies and builds relationships with community members, agencies, and vendors that centers can partner with to support literacy and all four types of TACE activities. The FES will work as a member of the campus planning team and be the arms and feet on the ground in recruiting family members of the neediest students. All staff in every center will be expected to greet parents who come to the center for any reason, look them in the eye and smile and make them feel welcome every single day. Family engagement will be the job of everyone. The FES will also be expected to understand all assessment data collected on student outcomes and be able to assist the Site Coordinator in training all staff to communicate the results of both summative test results and formative observations to parents in a way that is growth provoking for the students and for parents... Parents will be an essential component of the campaign for on-grade level reading, on-time-on grade level promotion to the 10th grade homework help, and our college and career services. We will also train parents to read to, read with, and talk to their child and help us develop the love of learning.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will conduct the Self-Assessment Inventory (TEA), use the TACE templates to survey parents, and conduct a family engagement needs assessment that will inform the selection of family engagement activities and services that will meet the needs of the population being served. The FES will incorporate current district policies in developing a Family Handbook for each center that will provide parents (in their own language) information that they need to know about contacting the staff, transportation policies, pick up procedures, and the process to get help through county, city, state and federal social service agencies in the area. The list of family engagement activities and services will have the suggestions of the family members using their words in the advertisements and publications of the program during the recruitment of students and parents to participate in the program. Families will see that the Site Coordinator and Project Director are listening to families' concerns. In addition, the FES will work with the Project Director and Site Coordinators to train all staff at each center to greet and welcome all family members by talking to them and getting to know how they can help them help their child. If they feel welcomed and trust the staff, word will get around to other families. Research shows that once a family member engages in an out of school time activity, they come back for more and tell their friends to participate. (TEA state-wide evaluation of ACE Programs) In developing plans to maintain and evolve the program into one that has an enduring impact on students, families, and the community, the FES will conduct cost to impact analysis of family engagement activities and develop action plans that eliminates less effective activities and recommends resources for the more productive and successful activities. The FES also will work with the outside evaluator in collecting data for quarterly evaluation, and end of year evaluations. In summary, the FES works with leaders at all level of the TACE program to make Family engagement activities and services intentional, suited to the needs of the clients, and evaluated and continuously improved. We will celebrate all families who are successful in supporting their children and enlist them in recruiting more students and families.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 019-905

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Types of Activities Planned Family engagement activities were selected as a result of the Title I needs assessments and the comprehensive needs assessments of the district and each campus. The following family activities and the student and family needs that are addressed are:

Subject/Strategy Specific Family Events to Help Families Learn How to Help students learn. This type of family engagement is designed to help parents help their student learn in a specific subject or learn a critical learning strategies and/or literacy skill/s that are necessary in all subjects and courses (Joyce Epstein, John Hopkins University). Students and parents can attend together most of the time. Examples are but not limited to: reading to my child talking with him about it, Bedtime Math; family literacy programs, recording and reporting family history using digital tools and language, math night, science night, family/student STAAR/EOC night, independent strategic readers/writers/thinkers, "What are test scores used for?", "Why is homework Important?," and others as determined by ongoing needs assessments and parent surveys. Attending the afterschool program with their student and learning how to help them in fun and engaging activities that can be done at home, will provide parents with skills and the opportunity for meaningful engagement in their children's education.

Parent Activities that Help Students Self-Regulate and Focus This type of activity is designed to help parents help their child at any age to self-regulate, focus, and behave appropriately in social learning settings. Examples are but not limited to: play plans, learning plans and how they improve focus on print; goal setting and graduation plans; how to argue in school and make A's, extroverts, introverts and academic conversations; Positive Behavior Supports and Interventions (PBIS), parent conferences on specific behavior problems, parent student contracts. Adult advocates for students, drug education, community support for mental health and improving behavior, pregnancy and child parenting services.

Helping Families understand School Policies and Opportunities Examples of this type of Family Engagement Activity are: School Services; College Awareness, College financial aid, CTE certification training; workforce training opportunities for students and family members; TACE information Center and Family Handbook; Transportation to and from TACE center; Family as partner in developing the Personal Graduation Plan for their child;

Opportunities for literacy and related educational development. – The Family Engagement Specialist will coordinate with local or area providers to offer parents of participates GED preparation because some field/s of work are not available to them without a high school degree or equivalent. On-line and/or local courses for Hispanic families and all families to learn to speak, read, and write both English and Spanish will be provided. Additional activities or services that have been mentioned in previous needs assessments that will be offered relates to computer literacy. Parents have requested training in setting up a home network, monitoring student's use of the internet, and safe and appropriate use of technology for young students and teenagers.

Time and Place of Family Engagement Activities

On the first Monday, Tuesday, Wednesday or Thursday of each month depending upon the Center, parents will be invited to participate in a 45 minute program from 7:00- 8:00 am or 5:00 to 6:00 pm with their child to build connections with their child and the school. The type of activity will be, most of the time, a subject/strategy specific event that helps parents help their student to improve specific targeted skills, literacy, and behavior. How to develop the love of reading in young children will be a common topic. Intentional family workshops will be offered bi-monthly at each center focusing on topics requested by families and students. These meetings will occur from 6:00 to 7:00 pm or at a time that is more convenient for parents as requested in Parent surveys. The parent information center will be open at all times. Family handbook will be available and shared in the center and online.

Addressing the Needs of Working Families- Transportation will be provided from home to the TACE center and from the TACE center to home. Working families will be survey and the schedule is set up to be flexible and courses, activities, and services can be delivered when appropriate on Fridays or Saturdays any time during the year. Snacks and allowable evening meals will be provided to students.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating:
0Total nonprofit teachers participating:
0No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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